



**English Language Arts  
Grade 5  
Fall 2006**

**Peer Response to the Student Writing Sample  
Released Item #37  
Scoring Guide**



## REVISING AND EDITING THE STUDENT WRITING SAMPLE

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

One day my grandpa was not feeling good, so we went over to see him. My grandparents live close by so we go to there house whenever they need us. Mom said ask Grandpa if he want anything to eat. But I asked him, and he said yes. So I made him a turkey cheese, and tomato sandwich. Then we headed over to his house. When we had to go back to our house, I asked if I could spend the night. My mom told me that I could. I said I will stay. I will take excellent care of Grandpa. I was sick last week, too, and so was my brother.

Grandpa said Colin, you will have to stay up as late as you can. I said I will. We made potatoe soup and chicken for dinner and it was good. Me and Grandpa were talking. I said that nobody is perfect. He agreed with me. Then he finaly fell asleep on the couch. Then I fell asleep. I love taking care of my grandpa. I love my grandpa so much.

You might ask me what caring is, caring is when you do something nice for people even when they don't ask. Just like I did with Grandpa. Usually, a grandparent is the person who takes care of someone. This time I got to take care of Grandpa.

## PEER RESPONSE TO THE STUDENT WRITING SAMPLE

### DIRECTIONS:

Write a response to the question in the box below. You may look back at the student writing sample as often as needed.

**37 Did the writer make the main idea clear to the reader?  
Yes or no?**

**Use details from the student writing sample to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## **PART 4B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

### **DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Document**.

### **CHECKLIST:**

- \_\_\_\_\_ Do I clearly answer the question that was asked?
- \_\_\_\_\_ Do I support my answer with details from the student writing sample?
- \_\_\_\_\_ Is my response complete?

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## **NOTES/PLANNING**

**Michigan Educational Assessment Program**  
**Writing: Peer Response to the Student Writing Sample**  
**Grade 3-8**  
**Holistic Score Point Description**

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**Here is an explanation of what readers think about as they score this writing:**

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

**Condition codes for unratable papers (zeroes):**

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

D – Summarized, revises, and/or copies the student sample, making no connection to the question asked

**Anchor Paper 1**

Thay could clear up some of the  
mastaks Thay can look up the  
Words in the Dictionaries.  
But sometimes it is ok to  
leve some of the words  
rong some of the word  
every body dont have to  
Be Perfet and thats how  
thay shood do it then.

**Anchor Paper 1**  
**Score Point 1**

This response attempts to address the task by offering suggestions that would make the writing clearer to readers, but does so with only generalized statements (...*clean up some of the mastaks...look up the words in the Dictionaries*). No detail from the writing sample is given as support. Surface feature errors do impede the reader's understanding.

**Anchor Paper 2**

The writer could have made the main idea clearer in many ways. They could have made it more interesting by making people want to read it. Make it more exciting! Second, they could have made it clearer by making it sound better with the story. The main sentence is off the topic with the story. These are some things that could make the main idea better.

**Anchor Paper 2**  
**Score Point 1**

This essay attempts to address the task (*The writer could have made the main idea clearer...*), but repeated generalizations (*They could have made it more interesting...more exciting...sound better; The main sentence is off the topic...*) demonstrate little understanding of the effective elements of writing.

**Anchor Paper 3**

What the author could have done is say the story clearer because I couldn't understand what he was trying to say. Another thing a the author could have done is put commas where they're sposed to go because there were some spots were there were no commas were they were sposed to be. Another thing the author could have done is spell words right because a copel words were ~~not~~ spelled right. Another thing the author could have done is put pomcawtions were they're sposed to go because I saw a few places were it sposed to be. Another thing the author could have done is put cotaytion marks when people are talking because I saw none of that.

**Anchor Paper 3****Score Point 1**

This response attempts to address the task (...the author could have done...the story clearer...) A generalized list of the suggested changes (...the author could have... put commas where they're sposed to go...spell words right...put pomcawtions...put cotaytion marks...), with no detail from the writing sample, demonstrates little understanding of the effective elements of writing. Surface feature errors are evident, but do not impede the reader's understanding.



**Anchor Paper 4**

If the writer used proper spelling, capitalization and punctuation. it would have been much clearer to the audience. It would have been much clearer because, the easier it is to read. When the writer said, "Mom said ask Grandpa if he want anything to eat," That could have confused someone and it would not be clear. That is what I think the writer could have done to make it clearer.

**Anchor Paper 4**  
**Score Point 2**

This response demonstrates a limited ability to address the task (*If the writer...it would have been much clearer to the audience...*). Partially relevant detail from the writing sample ('Mom said ask Grandpa if he want anything to eat,' That could have confused someone) supports the idea that proper spelling and punctuation would make the writing clearer and easier to read.

**Anchor Paper 5**

The writer could have made the central idea better by just talking about how his grampa wasn't feeling good without just putting I love my grampa, I love taking care of my grandfather. He could of just said my grappa isn't feeling good and I need to take good care of him. He also could have used more varieties of sentences and used better grammar. He also could have said more about him taking care of his grand father. Last he should have made more ideas to say to the reader to get a better idea of what he ment.

**Anchor Paper 5**  
**Score Point 2**

This essay reflects a limited attempt to address the task (*The writer could have made the central idea better...*) and demonstrates a limited understanding of the effective elements of writing by offering an idea (*...by just talking about how his grampa wasn't feeling good...*) and supporting the idea with partially relevant detail from the writing sample (*...without just putting I love my grampa...He could of just said my grappa isn't feeling good and I need to take good care of him...He also could have said more about him taking care of his grandfather*). Minor surface feature errors do not impede the reader's understanding.

**Anchor Paper 6**

In Colins story colin should have read it after he was done. He should've caplitalies hes name more, he needed to rewrite the whole thing. Colin should've just stuck to his story instead of getting into other things. Like what he made his grandpa or what they ate for dinner. Colin really needed to put who he talking about before him. I felt hes stroy wasn't good enough, I felt he didn't put enough effort into it. If colin would've spent more time on it it would've been good. Colin should have put more caplization into it, he should have wrote so more people could understand. Colin should've put how close did he live away from his grandparents. Instead of my grandparents live close by. Colin needed to more periods. Colin should've made people want to pick up hes writing sample. Colin should have made more eds at the end because when I was reading it wasn't very good.

**Anchor Paper 6**  
**Score Point 2**

This scattered response shows a limited ability to address the task by offering several ideas (*Colin should've just stuck to his story instead of getting into other things; Colin really needed to put who he is talking about...; ...should have put more capitalization*), but only supports, with partially relevant detail, the idea that the author does not stick to his story (*...instead of getting into other things. Like what he made his grandpa or what they ate for dinner*). An additional vague detail is offered (*Colin should've put how close did he live away from his grandparent's. Instead of my grandparents live close by*), but this detail, though relevant, is unattached to any expressed idea listed in the response. Minor surface feature errors do not impede the reader's understanding.

**Anchor Paper 7**

The writer of the story did not make the main idea very clear. He could have done many things to make the story more clear. One way is taking out that they were talking. I will tell you about the things that could have been done.

There are many thing that are off topic in the story. I will tell you three of them. One is not talking about people that were sick, besides his grandpa. 2 examples are himself and his brother. Another thing off topic is what him and his grandpa were talking about. I example is, I said, "Nobody is perfect" and grandpa agreed. The last way the story is off topic is the paragraph about caring. I example is, you can ask me what caring is. I would say when someone is nice without being asked to.

The main idea of the story wasn't very clear. There are many things that could have been done to make the story more clear. Taking out the fact that they were talking is one way. I have told you 4 ways to make the story more clear and I think that it's enough.

**Anchor Paper 7**  
**Score Point 3**

This response addressed the task (The writer of the story did not make the main idea very clear) with some understanding of the effective elements of writing. An idea is generally stated (*There are many things that are off topic in the story*) and somewhat supported with several relevant specific details from the writing sample (...*talking about people that were sick, besides his grandpa...himself and his brother*; Another thing off topic is what him and his grandpa were talking about...*I said, 'Nobody is perfect' and grandpa agreed*). Some surface feature errors are detectible, but they do not interfere with the meaning.

**Anchor Paper 8**

Some things the writer could have done to make it clearer is to of stayed on topic. Like, the person was writing about taking care of his Grandpa, and then out of blue he said that him and his brother were sick the week before! I want to know how you took care of your Grandpa. Not how you and your brother were sick the week before!!! Another thing the writer could of done was use the right words. You know. Use better grammar. Like when it said, Mom asked Grandpa if he wanted anything to eat. But I asked him, and he said yes. It should be so I asked him, and he said yes. So I do believe he has some revising to do....

**Anchor Paper 8****Score Point 3**

This essay addresses the task (*Some things the writer could have done to make it clearer....*) and shows some understanding of the effective elements of writing by generally identifying two ideas and somewhat supporting each with specific relevant detail from the writing sample. The first idea (*...the writer could have...stayed on topic*) is specifically supported (*...out of the blue he said that him and his brother were sick...I want to know how you took care of your Grandpa. Not how you and your brother were sick...*), and the second idea (*...the writer could...use the right words*) is supported with specific detail (*Like when it said...But I asked him, and he said yes. It should be so I asked him, and he said yes.*).

**Anchor Paper 9**

There are many ways this "short story" could be better, and I'm going to tell you how in a "short response". The author should not go on babbling about how "know ones perfect" just out of the blue and that's a quote.

Also the author could use more details about how the conversations got started and how they ended up. The author should tell more details on the main idea: how he took care of his Grandfather.

Plus he should use more quotation marks so he would be forced to write more about the conversations. Also punctuation marks in general would help out a lot!

Last of all answer the questions that would immediately pop up in the readers head like: how? How did Grandpa get sick? How did he get sick? When? When was this in his life? When was it? Summer? Winter? Spring? Autumn? Those are all ways the main idea could be clearer.

**Anchor Paper 9**  
**Score Point 3**

This response addresses the task by listing several "ways the main idea could be clearer." The essay demonstrates some understanding of the effective elements of writing by generally identifying changes that would make the main idea clearer (*The author should not go on babbling...; The author should tell more details;...answer the questions that immediately pop up in the readers heads...*) and somewhat elaborating these ideas with specific relevant details (*...babbling about how 'know ones perfect' just out of the blue;...details about...how he took care of his grandfather; ...questions ...like: How did Grandpa get sick?...When?...).*

**Anchor Paper 10**

The writer could have made the main idea clearer to the audience. He sometimes starts talking about something other than the main idea and he starts repeating things. I am going to take some of your time and tell you about some of the things he writes wrong.

When the writer says, "Mom said ask Grandpa if he wants any thing to eat. But I asked him, and he said yes," he didn't need the but. He put it there from nowhere.

The writer also says, "When we had to go back to our house, I asked if I could spend the night. My mom said I could. I said I will stay." He should of not put the last sentence. He is repeating.

When the writer says, "I was sick last week, too, and so was my brother," he didn't need to put that information. He is going off the main topic. He also does this when he says, "I love my grandpa so much."

The writer also says, "I said nobody is perfect. He agreed with me." This is extra information.

**Anchor Paper 10**  
**Score Point 4**

This thorough response addresses the task (*The writer could have made the main idea clearer...*) and demonstrates an understanding of the effective elements of writing. Ideas (*He sometimes starts talking about something other than the main idea and he starts repeating*) are supported with relevant specific details from the writing sample (*When the writer says, 'I was sick last week...' He is going off the main topic; '...I asked if I could spend the night. My mom said I could. I said I will stay.' He should of not put the last sentence. He is repeating*).